

Rainbow Pre-School 2

North Shirley Sure Start Childrens Centre, Ashby Centre, Stratton Road, Southampton, SO15 5QZ

Inspection date

Previous inspection date

22/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The skilled staff team have high expectations of children and enable them to be confident and motivated learners, which contributes significantly to the very good progress they make.
- Staff build very good relationships with the children and their parents. This supports children's all round development extremely well.
- Safeguarding children is of the highest priority in the pre-school.
- Staff prepare children well for their future learning, particularly through the strong focus on communication and language development and through the excellent partnerships that support the children's eventual move to school.

It is not yet outstanding because

- Larger group activities do not always consider the needs of the younger children to enable them to benefit in the way that is of most value to them.
- There is room to improve opportunities for older children to increase their understanding of how to manage risk and challenge outdoors.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector observed children playing both indoors and outdoors.
- The inspector spoke with staff and the manager.
- The inspector carried out a joint observation with the Early Years Teacher.
- The inspector sampled some documentation.

Inspector

Josette Dyer

Full report

Information about the setting

Rainbow Pre-school 2 registered in 2013. It operates from rooms within North Shirley Children's Centre in Southampton, Hampshire. The pre-school serves the local area. Children access an enclosed outdoor play area. The pre-school provides funded early education for children aged two, three and four years. The pre-school opens Monday, Wednesday and Friday from 9.15am to 2.15pm during school terms. Children attend a variety of hours and sessions. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 13 children in the early years age group on roll. The pre-school supports children with special educational needs and/or disabilities and those learning English as an additional language. The pre-school employs five members of staff. All of these hold appropriate early years qualifications and the manager holds Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider more fully the organisation of group activities, to ensure they engage the youngest children and help them to benefit in a way that is of most value to them
- develop further the range of activities and challenges outdoors to enhance the older children's understanding of how to manage risk and challenge in their environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All children make very good progress in their learning as a result of the skilled staff team who provide interesting experiences that have depth and breadth across all areas of learning. Staff have high expectations for the children and enthusiastically join in with their play. This helps to motivate children to be confident and eager learners. Staff have a good understanding of how children learn and there is a sensitive balance of adult and child initiated activities. For example, staff use an adult led group activity to encourage children to explore books and stories together, asking open questions about the 'plot' and providing vocabulary such as 'spine' of the book. For the majority of the rest of the session the children decide where and with what they would like to play with, whether indoors or out. As a result children have long uninterrupted times to play which enables them to become absorbed in what they are doing. Staff follow the children's ideas at these times, supporting and extending their experiences. For example, staff sound out letters as children use chalk to make marks and attempt to write letters on the path. On occasion, group activities do not fully take account of the differing needs of the younger children.

This means that sometimes, the youngest children do not gain full benefit from their experiences. However, the younger children receive plenty of individual time with staff throughout the rest of the session, which contributes to the good progress they are making.

Staff regularly observe and assess children's learning and use a range of tools to help them to accurately track children's progress. This includes completing the required progress check for children aged two years, which staff share with parents. Parents are very much part of the whole observation and assessment process. They provide extensive information about their child's development before they start and continue to share information with the pre-school throughout their child's time there. Consequently staff know children extremely well. This enables them to provide a rich range of activities tailored to each child's unique needs.

Staff provide suitable opportunities for children to learn about the natural world such as planting and harvesting potatoes and using magnifying glasses to look for bugs. Children have good opportunities to learn about and respect the lives of others. For example, children share pictures and letters with a child in Afghanistan and staff help children see the similarities and differences in their lives. Staff support children to learn about size and shape as they fit puzzle pieces together. Children enjoy a wide range of activities that help them learn about further mathematical concepts, such as finding the correct number of stones to match the numerals on the buckets. They express their own ideas as they independently choose resources to make their own pictures at the craft table.

Staff create a warm and welcoming environment for the children. Staff recognise all children's achievements and regularly praise the children for their efforts and involvement in activities. Children receive 'Well Done' certificates for specific achievements, such as doing up their zip. This practice effectively boosts children's confidence and self esteem.

Staff use excellent strategies to support children's communication and language skills. They maximise every opportunity to reinforce vocabulary and conversation throughout the session. In addition the pre-school participates in the 'Every Child a Talker' (ECaT) initiative and plan an exciting ECaT activity each week. For example, the pre-school use one of the children's favourite stories each week, to base activities on. This helps to engage and motivate children to progress further with their language skills. The pre-school offers a fully inclusive environment for children. Signs and labels around the play areas reflect different languages. Staff ask for key words from parents to use with the children who speak languages other than English. This helps value each child and helps them feel confident and self assured. In addition staff use visual clues and signing to further support children's understanding. This contributes significantly to the good progress that all children, including those with special educational needs and/or disabilities and those who speak English as an additional language, are making. Consequently this has an extremely positive influence on children's overall development and their preparation for their eventual move to school.

Staff are kind and caring and consistently strive to deliver their mission statement 'every child a happy child' in all they do. This attitude supports children's emotional well-being extremely well. Staff understand the positive influence that secure emotional attachments have on the children's learning and development. Consequently staff have excellent settling in systems in place to help develop strong relationships with parents and children alike. For example, parents can choose to have a home visit to introduce their child to their key person and begin to share information. Parents speak very positively about these visits and feel they contribute significantly to how well their children settle. Most children enter the pre-school confidently and begin to explore the activities. Newer children have individual support from their key person to help them feel safe and secure in their new surroundings. For example, favourite toys and activities are set up near the front of the large play room and their key person stays close. From here children begin to play and explore, showing their increasing confidence.

Children behave extremely well. Staff use 'Golden Rules' with the children and share these between home and the pre-school. Staff act as good role models, talking respectfully to each other and the children. This helps to provide consistent messages for children to understand behaviour expectations. Children generally play co-operatively together and older children develop the ability to share and take turns independently with their friends. Staff teach children about the importance of healthy attitudes towards diet and exercise. Children enjoy joining in with action songs and staff discuss with the children the effects physical exertion has on the body. Children can choose when to play outdoors, which further promotes exercise and the benefit of being outdoors in the fresh air. Staff encourage children to prepare and eat healthy choices for snack and share healthy eating advice with parents. The pre-school is currently undertaking a healthy early years accreditation award to support them further with this. Older children wash their hands and manage their personal needs independently, while younger children have support to do so. Consequently children are developing the skills they will need for their future learning and their eventual move to school.

Staff show a very good understanding of child safety and have a thorough understanding how to safeguard children in their care. Staff regularly carry out fire drills with the children, which helps them to understand these important safety procedures. Children demonstrate they feel safe and confidently go to the staff if they need help or need reassurance. Staff provide some activities that help children manage risks appropriate to their age. For example, children use soft play equipment to challenge their physical skills. However, there is scope to further develop activities to help the older children to understand how to manage risks and challenge in their environment. For example, outdoors there are fewer opportunities for the children to climb and balance and learn to judge risks for themselves.

The environment is attractive and stimulating for the children. A wide range of resources are stored conveniently for children to choose from to enhance their play, both indoors and outdoors. This supports children's all round development and independence. Excellent arrangements are in place to help prepare children emotionally as they move to school. For example, the manager encourages regular visits to the local school with the key person. School staff also visit the pre-school, where they see the children in surroundings

in which they feel confident and self assured.

The effectiveness of the leadership and management of the early years provision

The manager and her staff consistently strive to deliver the best possible experiences for the children and have a very good understanding of the requirements of the Early years Foundation Stage. The children's safety is paramount in the pre-school. The manager adheres to robust recruitment procedures which help to ensure only those suitable to work with children do so. Staff regularly undertake training on safeguarding children and this is embedded through in house training and regular staff meetings. The comprehensive risk assessment and daily safety checks help to minimise any hazards to children. This enables the staff to provide an environment where children are safe to explore and play.

The manager carefully monitors the staff team, which successfully support her to provide a wide range of experiences that help children to make very good progress towards the early learning goals. She employs a well qualified and experienced staff team that have a good understanding of the areas of learning and how children learn. Staff are fully involved in the planning and assessment systems so children's needs are consistently met. Rigorous monitoring of these systems helps to ensure their accuracy and supports early identification of any children that may have additional needs. Staff support children with special educational needs and/or disabilities well. Interventions are sought and strategies are put in place at the earliest point. Partnership with parents and other professionals is strong, which enables a consistent approach for all children to receive the support they need.

Staff build very good relationships with parents and work closely with them to meet the needs of the children. Parents say they receive a wealth of information from the pre-school and feel fully informed of what their child is doing. They are keen to help out in the pre-school and often volunteer to come in. Parents meet formally with staff each term to discuss their child's development, and have daily updates from their key person. Parents make comments about their children, such as 'they love it here' and 'I can see their progress since coming here'.

The manager and her staff regularly reflect on their practice and the service the pre-school provides to families. Parents contribute their ideas, for example, through questionnaires and daily discussions. Staff encourage children to voice their likes and dislikes during activities such as circle time. The manager uses all this information to identify plans for improvement. For example, the team have recently introduced more displays that include numbers and letters outdoors to enhance children's literacy and mathematical learning. The manager and her team continuously strive for improvement and act on any advice given from professionals. They plan to continue to improve the outdoor area, even though this is a challenge due to the lack of secure storage for equipment.

The manager is committed to supporting her already well qualified staff team, to improve

their qualifications and practice further. She has high expectations and leads by example, having obtained Early Years Professional status herself. All staff have a professional development programme. In addition the manager closes the pre-school for in house training four days a year. Effective systems enable staff to receive individual support, coaching and training. Staff work cohesively together, sharing their good practice through mutual support and teamwork. Staff are enthusiastic about developing their knowledge, understanding and practice. The attention paid to staff development is a significant factor in the high quality service the pre-school offers.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY466368
Local authority	Southampton
Inspection number	925473
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	13
Name of provider	Corinne Jane Finlay
Date of previous inspection	not applicable
Telephone number	02380 701601

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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